

## Term Information

Effective Term Spring 2018

## General Information

Course Bulletin Listing/Subject Area Spanish  
Fiscal Unit/Academic Org Spanish & Portuguese - D0596  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 4689S  
Course Title Translation and Interpreting in the Latino Community  
Transcript Abbreviation Translation LatCom  
Course Description This course introduces students to foundational concepts in translation and interpretation in community contexts among Latinos in the US. The course analyzes the theoretical, ethical, and sociological dimensions of community translation and interpreting.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Field Experience, Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Prerequisite: Spanish 4430 or Permission of Instructor  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.0905  
Subsidy Level Baccalaureate Course  
Intended Rank Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- Students will understand the flexible nature and multiple dimensions of meaning in T&I practice
- Students will cite competing and complementary theories of translation and meaning
- Students will recognize pragmatic, contextual and cultural factors that shape the meaning of words and utterances in English and Spanish
- Students will evaluate T&I products to determine text/context alignment
- Students will evaluate and correct text/context alignment in mechanical translation.
- Students will appreciate multiple ethical dilemmas encountered in T&I practice
- Students will name ethical theories
- Students will relate ethical theories to T&I practices and events
- Students will evaluate T&I products to determine text/context alignment
- Students will identify ethical dilemmas emerging from text/context misalignment
- Students will reflect on implications of ethical dilemmas
- Students will evaluate and correct text/context alignment in mechanical translation
- Students will distinguish ethical and linguistic impact of mechanical translation
- Students will recognize expectations of the T&I event from different stakeholders
- Students will compare expectations of different stakeholders in T&I practices and events
- Students will reflect on expectations of different stakeholders in T&I practices and events
- Students will monitor their own T&I performance
- Students will reflect on their own T&I performance and competence
- Students will measure their own T&I performance against stakeholder expectations
- Students will demonstrate competency in T&I events
- Students will apply translation theory to T&I events
- Students will employ technology tools in T&I events
- Students will engage in T&I events successfully

**Content Topic List**

- Translation and Interpreting and Latino Lives
- Translating and translators in the Latino community
- Introduction to translation theory
- Equivalence in translation theory
- Purpose in translation theory
- Interpreting essentials: speaking and anticipating speech
- Interpreting essentials: Identifying units of meaning
- The role of the interpreter
- Localization in translation
- Technology in translation
- Ethical considerations in T&I
- Loss and compensation in translation
- Denotative and connotative meaning

**Sought Concurrence**

Yes

**Attachments**

- ASC SL Award Letter.pdf: ASC Award Letter  
*(Other Supporting Documentation. Owner: Sanabria,Rachel A.)*
- 4689S Revised Curriculum Map.xlsx: Curriculum Map  
*(Other Supporting Documentation. Owner: Sanabria,Rachel A.)*
- Spanish 4689 S-designation Request Form (Autosaved)[1].docx: S-request  
*(Other Supporting Documentation. Owner: Sanabria,Rachel A.)*
- Spanish 4689S[3].docx: Syllabus  
*(Syllabus. Owner: Sanabria,Rachel A.)*
- EHE Concurrence.pdf: Concurrence  
*(Concurrence. Owner: Sanabria,Rachel A.)*
- Latino Studies Concurrence Request.pdf: Concurrence  
*(Concurrence. Owner: Sanabria,Rachel A.)*
- Philosophy Concurrence 4689S.pdf: Concurrence  
*(Concurrence. Owner: Sanabria,Rachel A.)*
- SPAN 4689S-Chairs letter.docx: Chair Cover Letter  
*(Cover Letter. Owner: Sanabria,Rachel A.)*

**Comments**

**COURSE REQUEST**  
4689S - Status: PENDING

Last Updated: Heysel, Garrett Robert  
08/21/2017

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	08/21/2017 10:23 AM	Submitted for Approval
Approved	Sanabria, Rachel A.	08/21/2017 11:19 AM	Unit Approval
Approved	Heysel, Garrett Robert	08/21/2017 09:41 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	08/21/2017 09:41 PM	ASCCAO Approval



August 17, 2017

Dear Sir or Madam:

I am writing in support of SPAN 4689S, the new service-learning course developed by Dr. Glenn Martinez with the help of a grant by the College of Arts and Sciences. The terms of the grant specified that the course had to be in place within two years. Dr. Martinez has been diligent in preparing the syllabus, seeking concurrence from the appropriate departments, and presenting materials to our departmental Undergraduate Studies Committee in a timely manner.

Unfortunately, for some reason, there was an oversight on the departmental level which we only caught as we were scheduling courses for Spring 2018. Only recently were the members of the Undergraduate Studies Committee able to review the materials related to SPAN 4689S, and confirm its place in our curricular map. The oversight is no reflection on the merits of SPAN 4689S. We believe it will make a wonderful addition to our course offerings.

We hope that the College's Curriculum Committee will grant an exception, approve the course and allow us to run it in Spring 2018 under the course number SPAN 4689S.

Sincerely,

Laura Podalsky  
Chair

**Subject:** Course Request  
**Date:** Wednesday, November 30, 2016 at 2:28:10 PM Eastern Standard Time  
**From:** Martinez, Glenn A.  
**To:** Sanabria, Rachel  
**CC:** Pereira, Pedro  
**Attachments:** Spanish 4689 S-designation Request Form (Autosaved).docx, Spanish 4689S.docx, 4689 course description.docx, SPPO%20Curriculum%20Map%20with%203689S.xlsx

Hi Rachel and Pedro,

Last spring I was awarded an ASC Service Learning grant to develop a new SL course in SPPO on translation and interpretation.

I am attaching all that think is relevant to the proposal. Let me know if something is missing.

Best,  
Glenn

1. Catalog Description and Prereqs
2. Syllabus
3. S-Designation request form
4. Curriculum Map
5. Award letter (below)

**From:** "Daly, Marymegan" <[daly.66@osu.edu](mailto:daly.66@osu.edu)> **Date:** Wednesday, April 13, 2016 at 6:09 AM **To:** "Martinez, Glenn A." <[martinez.474@osu.edu](mailto:martinez.474@osu.edu)> **Cc:** "Fink, Steven" <[fink.5@osu.edu](mailto:fink.5@osu.edu)>, "Vankeerbergen, Bernadette" <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)> **Subject:** Service-Learning proposal

April 13, 2016 Dear Dr. Martinez, The Arts and Sciences Curriculum Committee (ASCC) met last week and voted unanimously to support your proposal to develop the service learning course "Press 1 for English, Oprima 2 para Español: Translation and Interpretation in the Latino Community." Congratulations! The committee was especially impressed with the level of detail in your proposal and noted that you had already done a lot of work in building relationships with potential community partners. Funding from Arts and Sciences is intended to allow you time to develop new service-learning courses that will become a regular part of your department's offerings. In practical terms, this means you will be granted either (a) a one-course release from teaching or (b) a summer stipend (equivalent to 1/9th salary) so that you can fully develop the proposed course. Details about funding can be found in the CFP (<http://artsandsciences.osu.edu/about/faculty-staff/faculty/service-learning-course-proposals>). As described in the "Subsequent Steps" section of the CFP, the Service Learning Initiative has workshops that may be helpful in developing your course proposal, including a special workshop jointly offered by the Service-Learning Institute and UCAT in May that will provide a "Course Design Institute" tailored to Service-Learning courses. In addition, the faculty and staff of the ASCC are eager to help you as you move towards submitting a course proposal for this new offering. Dr. Bernadette Vankeerbergen ([vankeerbergen.1](mailto:vankeerbergen.1)), Program Director for Curriculum and Assessment, is an especially good resource for guidance on developing a successful course proposal and for navigating the process of course submission. Please do not hesitate to reach out to her, me, or Associate Executive Dean Steve Fink as you move forward with this exciting new course. With best regards, Meg Daly Chair, ASCC

# Spanish 4689S

## Translation and Interpreting in the Latino Community

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**Instructor**

Glenn Martínez, PhD MPH  
 Professor, Spanish & Portuguese  
 100 Hagerty Hall  
 martinez.474@osu.edu  
 (614) 688-2655

**Office Hours: M/W 1:30 PM**

**Community Partner**

Hilliard City Schools  
 2140 Atlas Street  
 Columbus, OH 43228

School Contact: Jennifer Nott  
 Jennifer\_nott@hboe.org

**COURSE MEETING DAYS/TIMES**

Tuesdays/Thursdays, 3:55-5:15 PM

**COURSE LOCATION**

Journalism Building, Room 375

**COURSE DESCRIPTION**

The explosive growth of Spanish-speaking populations in the US over the past several decades has presented unique challenges to social service organizations and public institutions. Translation and interpretation (T&I) have become an essential part of the daily operation of numerous organizations and institutions around the country. At times T&I is undertaken by trained professionals; however, the use of bilingual staff, family members and by-standers is also common. The growing presence of T&I in institutional contexts plays a crucial shaping role in Latino communities and in

the experience of Spanish-speakers in the US.

Spanish 4689S is an upper division experiential learning course designed to introduce undergraduate Spanish majors and minors to the linguistic and sociolinguistic dimensions of translation and interpreting in community settings in the United States. Students will explore the theory of linguistic contrasts between English and Spanish and apply this theory in the practice of linguistic mediation. In addition, students will explore the social context of different types of linguistic mediators and the roles that they are assigned in different types of social institutions. Finally, students will explore the ethical dilemmas that emerge in the practice of linguistic mediation and draw upon ethical theory to resolve these dilemmas. As an experiential learning course, students will have an opportunity to apply these skills in a local district with a growing population of students from Spanish-speaking homes. Activities in the school district will provide opportunities for students to engage in translation and interpretation tasks that are of direct relevance to families in the district and opportunities to reflect on these activities in light of the content discussed in class.

**COURSE GOALS AND LEARNING OBJECTIVES**

COURSE GOALS	LEARNING OBJECTIVES
A. Students will understand the flexible nature and multiple dimensions of meaning in T&I practice	1. Students will cite competing and complementary theories of translation and meaning

	2. Students will recognize pragmatic, contextual and cultural factors that shape the meaning of words and utterances in English and Spanish
	3. Students will evaluate T&I products to determine text/context alignment
	4. Students will evaluate and correct text/context alignment in mechanical translation.
B. Students will appreciate multiple ethical dilemmas encountered in T&I practice	5. Students will name ethical theories
	6. Students will relate ethical theories to T&I practices and events
	3. Students will evaluate T&I products to determine text/context alignment
	7. Students will identify ethical dilemmas emerging from text/context misalignment
	8. Students will reflect on implications of ethical dilemmas
	4. Students will evaluate and correct text/context alignment in mechanical translation
	9. Students will distinguish ethical and linguistic impact of mechanical translation
C. Students will demonstrate skills to evaluate T&I encounters from multiple perspectives	10. Students will recognize expectations of the T&I event from different stakeholders
	11. Students will compare expectations of different stakeholders in T&I practices and events
	12. Students will reflect on expectations of different stakeholders in T&I practices and events
	13. Students will monitor their own T&I performance
	14. Students will reflect on their own T&I performance and competence



	15. Students will measure their own T&I performance against stakeholder expectations
D. Students will demonstrate competency in T&I events	16. Students will apply translation theory to T&I events
	17. Students will employ technology tools in T&I events
	18. Students will engage in T&I events successfully

Spanish 4689S contributes to the goals of the Spanish major and minor programs.

Goal	Description		Spanish 4689S contribution
Goal C	Students in linguistics courses demonstrate understanding of processes inherent to distinct subdomains of language	→	This course engages students in theoretical and practical aspects of T&I that highlight lexicogrammatical and pragmatic features of Spanish that emerge in the context of linguistic mediation
Goal E	Students engage in interdisciplinary approaches to the study of diverse literatures, cultures and languages	→	This course invites students to consider ethical and sociological perspective on linguistic mediation
Goal G	Students develop oral/aural and written receptive and expressive linguistic abilities in Spanish	→	The SL component of this course provides a unique opportunity for students to improve their oral and written communication abilities in Spanish in a high-stakes environment providing opportunities for feedback from multiple sources and intensive reflection.

## COURSE ASSIGNMENTS

Quizzes (300 points)

Students will take three (3) quizzes over the course of the semester. Each quiz is worth 100 points of the total grade. Quiz 1 will cover material related to translation theories and the use of theory to elucidate linguistic and sociolinguistic contrasts between English and Spanish. Quiz 1 supports learning objectives A1 and A2. Quiz 2 will cover material related to T&I in the community including issues of role expectations of translators and interpreters in different social institutions. Quiz 2 supports learning objectives C10, C11 and C12. Quiz 3 will cover material related to ethical theories and the application of theory to resolve ethical dilemmas in T&I. Quiz 3 supports learning objectives B5 and B6.

### **Baseline T&I Product (50 points)**

Students will be required to produce a translation of a school-related text during the first week of class. In order to complete this assignment, students may use any tools they wish. Students who complete the baseline product on time will receive all 50 points. Students who do not complete the product on time will lose 10 points for each day the product is late. The Baseline T&I Product assignment supports learning objectives C13 and D18.

### **School Website Analysis (100 points)**

Students will identify a school district that serves a Spanish-speaking community in the State of Ohio or in another region of the United States. Students will explore the website of the district and collect an inventory of all materials that are available in both Spanish and English, in English only or in Spanish only. Students will analyze materials available in Spanish and assess the quality of translation. Students will produce a report between three (3) and five (5) double-spaced pages that identifies and contextualizes the district analyzed, that critically assesses the distribution of languages on the website, and that critically evaluates the quality of the translation of materials on the website. This assignment supports learning objectives A2, A4 and B9.

### **Reflection on Parent-Teacher Conference Interpreting Encounters (100 points)**

All students will be required to serve as interpreters for Spanish-speaking parents during Parent-Teacher Conference nights in Hilliard City Schools. Students will be assigned either to a specific parent or to a specific teacher depending upon the needs of each school. Students will be required to be at the school from 4-8pm on parent teacher conference night. Upon completion of the project, students will write a five (5) to seven (7) page reflection paper that clearly describes the experience of interpreting and that identifies and assesses the expectations that parents and teachers conveyed during the encounters. This assignment supports learning objectives B7, B8, C11 and C12.

### **Final T&I Product (100 points)**

Each student will complete a final translation commissioned by the school district. The nature of the document to be translated will depend on the district's need and will vary from student to student. The types of documents to be translated may consist of letters, forms, policy documents, handbooks, invitations, etc. Students will complete this translation using appropriate technology tools. A draft of the translation will be submitted to the instructor at least one week prior to the due date. This assignment supports learning objectives C13, D16, D17 and D18.

### **Final T&I Product Jury (100 points)**

All final T&I products will be evaluated by a jury consisting of two (2) student peers and one (1) community stakeholder. Community stakeholders may be parents, school administrators or teachers connected with Hilliard City Schools. Each student will assemble a portfolio with the following materials to submit for jury evaluation:

1. A source text in English
2. A completed translated text in Spanish
3. A narrative description of the text (no more than ½ page)
4. A narrative description of the intended use of the text (no more than ½ page)
5. A narrative description of the stakes/consequences associated with the text (no more than ½ page)

Each student member of the jury will complete an independent assessment of the portfolio. The independent assessment will include the following elements:

1. A description of the fidelity of the translated text to the source text. Explain the basis for measuring fidelity using key concepts from translation theory.
2. Identification of problem words and phrases and explanation of how the translator resolved these problems.
3. An assessment of the extent to which the translated version fulfills the function and intended use of the original text.

The student members will then meet with the community stakeholder and discuss their independent assessment of the translated text. The jury will discuss the translation and develop a final report consisting of the following elements:

1. A list of problem areas in the translated text.
2. Recommendations to improve the translated text.

This assignment supports learning objectives A3, B7, C13 and C14.

### **Final T&I Product Reflection (50 points)**

Each student will an essay reflecting on the process of translation. The essay should provide specific examples of progress comparing the baseline product to the final product. The essay should also discuss how different technology tools were used in the creation of the final product. Finally, the essay should include a reflection on the value of the jury process. The essay should be two (2) to four (4) pages double-spaced. This assignment supports learning objective C14.

## GRADING SCALE AND INFORMATION

There are 800 total points for this course. The following is a list of assignments and the final grading criteria for this course. Please note that you may view your grade at any time on Carmen. At this time, grades are not curved. There also may be opportunities for extra credit.

Course Assignments	Points
Quiz 1	100
Quiz 2	100
Quiz 3	100
Baseline T&I Product	50
School Website Analysis	100
Reflection on PTC Interpreting	100
Final T&I Product	100
Final T&I Product Jury	100
Final T&I Product Reflection	50
<b>TOTAL POINTS FOR COURSE</b>	<b>800</b>

Final Grade	Percentage	Points
A	93-100%	744-800
A-	90-92%	720-743
B+	87-89%	696-719
B	83-86%	664-695
B-	80-82%	640-663
C+	77-79%	616-639
C	73-76%	584-615
C-	70-72%	560-583
D+	67-69%	536-559
D	60-66%	480-535
E	Less than 60%	479 or less

## REQUIRED TEXTS/READINGS

### Textbooks

Kelly, Nataly and Zetzche, Jost. 2012. *Found in Translation: How language shapes our lives and transforms the world*. New York: Perigree Books. ISBN: 9780399537974

Orellana, Marjorie Faulstich. 2009. *Translating Childhoods: Immigrant youth, language and culture*. New Brunswick: Rutgers University Press. ISBN: 9780813545233

Pym, Anthony. 2014. *Exploring Translation Theories*. 2<sup>nd</sup> Edition. London: Routledge. ISBN: 9780415387910.

### Selected readings from:

Haywood L., Thompson M. and Hervey S. 2009. *Thinking Spanish Translation*. 2<sup>nd</sup> Edition. New York: Routledge.

Inghilleri M. 2012. *Interpreting Justice: Ethics, politics and language*. New York: Routledge.

Nolan J. 2005. *Interpretation: Techniques and exercises*. Clevedon: Multilingual Matters.

Pochhacker F. 2010. *Introducing Interpreting Studies*. New York: Routledge.

## COURSE POLICIES

### Attendance

Attendance and participation are mandatory. You must come to class **every week** and you must be ready to participate actively in class discussion as well as small group activities. Attendance factors into your participation grade and you must turn-in a service learning log at the end of the semester.

### **Technology Use**

This is a discussion-based service-learning course. In general, the use of laptops, tablets and cell phones is not allowed. Exceptions will be made when discussing discussion posts in class or working in groups on the health communication intervention. Please turn off and put away these devices during class lectures, discussions and exams. These devices can be distracting to you and others in the class and can prevent you from focusing on course content and participating in class discussions. Technology use is also discouraged when volunteering and observing at the clinics or interacting with patients.

### **Assignment Due Dates**

Due dates for this course are firm. Work is due at the *beginning* of each class period (unless specified otherwise) and late work will not be accepted. **If you do not turn an assignment in on time, you will receive zero points for the assignment.** I will make exceptions for university-excused absences and unavoidable circumstances (e.g., deaths, personal/family illness and emergencies) with written verification, but I ask that you inform me at least 24 hours in advance. *When you turn in assignments, please bring a hard copy of the assignment (stapled) to class and place a copy of the assignment in the drop box on Carmen.*

### **Make-up Quizzes**

**If you are not in class on the scheduled day to take a quiz.** Make-up quizzes will be arranged for university-excused or unavoidable circumstances (e.g., deaths, personal/family illness and emergencies), but *only* with written verification. Proper documentation must be submitted within 72 hours of your absence. I also ask that you inform me of these types of situations at least 24 hours in advance.

### **Carmen/E-mail**

There is a Carmen site for this course where readings will be posted, along with grades and other course information and assignments. It is your responsibility to check Carmen regularly for announcements and updates. You are also responsible for all information that is sent to your OSU email account regarding the course, and you should check this information regularly. E-mail is the easiest and quickest way to get in touch with your instructors, and we will do our best to respond to your emails within 24 hours.

### **Classroom Environment**

We seek to create a classroom climate where students feel comfortable participating in class activities and discussions, and sharing their thoughts and opinions. To this end, we ask that you be tolerant and respectful towards each other and others' point of view. This is particularly important to remember when responding to student posts in the discussion board in Carmen.

### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

### Reasonable Accommodation

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

### CLASS SCHEDULE AND ASSIGNMENT DUE DATES

Week	Dates	Topic	Assignment
1	Tues	Course Introduction	
	Thur	Translation and Interpreting and Latino Lives	<b>Reading:</b> Kelly Chapter 1 – Saving lives and protecting rights in translation
2	Tues (1/20)	Translating and translators in the Latino community	<b>Reading:</b> Orellana Chapter 1 – Translating frames
	Thurs (1/22)	Introduction to translation theory	<b>Reading:</b> Pym Chapter 1 – What is translation theory? <b>Activity:</b> Baseline T&I Product Due
3	Tues (1/27)	Equivalence in translation theory	<b>Reading:</b> Pym Chs 2 “Natural equivalence” and 3 “Directional equivalence”
	Thurs (1/29)	Equivalence in translation theory	<b>Reading:</b> Kelly Ch 5 “Partaking in pleasures and delighting the senses in translation”
4	Tues (2/3)	Purpose in translation theory	<b>Reading:</b> Pym Ch 4 “Purposes”
	Thurs (2/5)	Purpose in translation theory	<b>Reading:</b> Kelly Ch 4 “Sharing stories and spreading religion in translation” <b>Activity:</b> School Website Analysis Due
5	Tues (2/10)	Quiz 1	
	Thurs (2/12)	Interpreting essentials: speaking and anticipating speech	<b>Reading:</b> Pochhacker “Concepts” and Nolan “Speaking” and “Preparation/Anticipating the speaker”
6	Tues (2/17)	Interpreting essentials: Identifying units of meaning	<b>Reading:</b> Nolan “Word order/clusters”

	Thurs (2/19)	Class Visit – Spanish teachers and ELL administrators from Hilliard City Schools	
7	Tues (2/24)	Interpreting practice	<b>Service Opportunity:</b> Parent Teacher Conferences at Hilliard City Schools 4pm-8pm
	Thurs (2/26)	In class reflection	
8	Tues (3/3)	The role of the interpreter	<b>Reading:</b> Pochhacker “Practice and profession”
	Thurs (3/5)	The role of the interpreter	<b>Reading:</b> Orellana Ch 4 “Public paraphrasing”
8	Tues (3/10)	Language, culture and authority in the interpreted encounter	<b>Reading:</b> Orellana Ch 5 “Transculturations” and Orellana Ch 7 “Translating childhoods”
	Thurs (3/12)	Quiz 2	<b>Activity:</b> Written Parent-Teacher Conference reflection due
	Tues (3/17)	Spring Break	
	Thurs (3/19)	Spring Break	
9	Tues (3/24)	Localization in translation	<b>Reading:</b> Pym Ch 7 “Localization” <b>Activity:</b> Final translation product identified
	Thurs (3/26)	Localization in translation	<b>Reading:</b> Kelly Ch 3 “Doing business and crossing borders in translation”
10	Tues (3/31)	Technology in translation	<b>Reading:</b> Kelly Ch 7 “Connecting the world and advancing technology in translation”
	Thurs (4/2)	Ethical considerations in T&I	<b>Reading:</b> Inghilleri “Ethical communication”
11	Tues (4/8)	Ethical considerations in T&I	<b>Reading:</b> Kelly Ch 2 “Waging war and keeping the peace in translation”
	Thurs (4/9)	Quiz 3	
12	Tues (4/14)	Loss and compensation in translation	<b>Reading:</b> Haywood “Preliminaries to translation as a product” and “Lexis and compensation”
	Thurs (4/16)	Denotative and connotative meaning	<b>Reading:</b> Haywood “Literal (denotative) meaning and translation issues” and “Connotative meaning and translation problems.” <b>Activity:</b> Submit draft of final T&I product
13	Tues (4/21)	T&I Juries	
	Thurs (4/23)	T&I Juries	

			<b>Activity:</b> Turn in Final T&I Product Refelction
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## Service-Learning Designation Request Form

Please complete this form and attach it to your Course Request or Course Change Request when you request the S-Designation. If you have questions or need more information, please contact us at [slearning@osu.edu](mailto:slearning@osu.edu).

***(Note: This version of the S-Designation Request Form will only be used to determine assignment of the S-designation for submitted courses. If you would like to seek approval for the GE Open Option as well as the S-designation, please contact the Service-Learning Initiative at [slearning@osu.edu](mailto:slearning@osu.edu).)***

- |   |     |    |
|---|-----|----|
| 1. Has this class previously received an S-Designation?           | Yes | No |
| 2. Is this class always taught with a service-learning component? | Yes | No |

*(if no, please provide details)*

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

### COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

This service learning course will require students to complete two service activities.

- 1) Students will serve as interpreters for Spanish-speaking parents at a variety of elementary, middle-schools and high-schools within Hilliard City School districts. Students will be assigned to 4-8 parents and will accompany the parents to teacher meetings on Parent-Teacher conference night.
- 2) Students will also complete a substantive translation project on behalf of the school district. The project may consist of promotional documents, forms or letters used by the district to communicate with parents.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s)?

Hilliard City Schools has a growing population of students from households in which Spanish is the primary language. In 2013 Hilliard City Schools began an initiative to create and sustain culturally responsive schools. The Many Faces: One CommUNITY project seeks to develop standards, training and conditions in support of culturally responsive schools throughout the district. Our project responds specifically to the "conditions" dimension of the plan by

developing and sustaining systems of communication between the district and non-English speaking parents.

5. Service-Learning activities are all based on an agreement between three parties each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience.

Please describe goals/expectations/responsibilities for:

a) Faculty

Goals - The faculty member will lend knowledge and expertise to the district to improve communication between the school and Spanish speaking parents

Expectations - The faculty member is expected to ensure professionalism and clarity in communication with Spanish speaking parents.

Responsibilities - The faculty member will appropriately prepare students to engage in T&I activities on behalf of the district, monitor all T&I activities, and ensure that all T&I products are consistent with the district's standards.

b) Students

Goals - Students will deploy Spanish language skills in the service of their community.

Expectations - Students are expected to utilize all the resources at their disposal to provide professional and clear messages to Spanish-speaking parents.

Responsibilities - Students will dedicate ample time to completion of assigned projects and will submit projects in a timely fashion. Students will demonstrate respect and professionalism in all T&I products and in interactions with the community partner.

c) Community Partner

Goals - The community partner will significantly enhance its outreach and communication with Spanish speaking parents in the district.

Expectations - The community partner expects that professional and quality communication with Spanish speaking parents will enrich the district and enhance performance of English language learners.

Responsibilities - The community partner will identify materials to be translated to Spanish and parents in need of interpreting services during Parent-Teacher conferences. The community partner will notify parents of the availability of student interpreters. The community partner will ensure that representatives from the organization are available to review final T&I products.

6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

Spanish 4689S is positioned to become a sustainable departmental offering because it is part of a suite of SL courses in the Department of Spanish and Portuguese. Together with Spanish 2367S and 5689S, this course will provide opportunities for Spanish majors and minors to continuously use their language skills and cultural knowledge within the local Spanish-speaking community. In addition to its role within the larger curriculum, Spanish 4689S is positioned to become sustainable because of the increasing need of the service in Hilliard City Schools and in other school districts in the Columbus area. The Department of Spanish and Portuguese will support this course as part of its larger commitment to service learning including dedication of staff resources and attention to the course through the department's outreach committee.

### COURSE GOALS

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

The service activities in this course provide students an opportunity to apply the principles of translation and interpretation in real life settings. The experience of providing translation and interpretation services in a community context, furthermore, offers students the ability to better understand the sociological and sociolinguistic dimensions of translation and interpretation that are part of the curriculum.

8. In addition to course-specific student learning goals, the following general Expected Learning Outcomes are defined for students in Service-Learning courses:

- Students make connections between concepts and skills learned in an academic setting and community-based work
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impacts of the service learning activity.

a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work

Students reflect on and make connections through numerous structured activities including in class group reflection (week 7), individual reflection paper (week 8), and reflection based on community member input (week 14).

b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working.

Students in this course will learn about the issues, resources, assets and cultures of the community partner through exposure to the general patterns and trends of

Latino/as in schools in the state of Ohio (weeks 1 and 2), a school website analysis project (week 4), and class visits from community partner officials (week 6).

- c) How does the course promote reflection on and evaluation of the impacts of the service learning activity.

Reflection and evaluation of the impacts of the service learning activity are promoted through the T&I jury process that allows students to receive and reflect upon feedback from the community about their final translated product.

Measuring student learning outcomes can take many different approaches. For example, you may measure student success in achieving identified outcomes through written-papers, embedded test questions, pre and post-tests, reflection journals, discussions, successful completion of a specified product, focus groups, interviews, and observations.

#### 9. Assessment Plan

The learning outcomes of this course will be assessed using the following measurements:

- a. Successful completion of a baseline and final T&I product
- b. Evaluation, comparison and reflection on differences between baseline and final products
- c. Group reflection on interpretation in parent-teacher conferences
- d. Written reflection on interpretation in parent-teacher conferences
- e. Juried evaluation of final translated product



**Subject:** Re: Concurrence request  
**Date:** Thursday, July 6, 2017 at 8:32:52 AM Eastern Daylight Time  
**From:** Faltis, Christian  
**To:** Martinez, Glenn A.  
**CC:** Sanabria, Rachel  
**Attachments:** image001.png

Glenn,

This course looks fabulous, and it is needed here in Columbus. I don't see any conflict with courses in T&L, and accept concurrence for the course.

Best,  
Chris



**Christian Faltis, PhD**

Chair and Professor

Department of Teaching and Learning

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[faltis.1@osu.edu](mailto:faltis.1@osu.edu) [tl.ehe.osu.edu](http://tl.ehe.osu.edu)

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**From:** "Martinez, Glenn A." <[martinez.474@osu.edu](mailto:martinez.474@osu.edu)>  
**Date:** Tuesday, July 4, 2017 at 7:18 PM  
**To:** Christian Faltis <[faltis.1@osu.edu](mailto:faltis.1@osu.edu)>  
**Cc:** "Sanabria, Rachel" <[sanabria.3@osu.edu](mailto:sanabria.3@osu.edu)>  
**Subject:** Concurrence request

Hi Chris,

I am writing to request concurrence from T&L for the attached course on community translation and interpretation in SPPO. As a service learning course, we hope to engage advanced undergraduates with local school districts that struggle to connect with multilingual communities. Let me know if I can provide any further information.

All best,  
Glenn

Sent from [Mail](#) for Windows 10

**Subject:** Re: Concurrence request

**Date:** Wednesday, July 5, 2017 at 1:45:52 PM Eastern Daylight Time

**From:** Miranda Martinez

**To:** Martinez, Glenn A.

thanks Glen, I will forward this to LSFAC! be well, Miranda

**Miranda J. Martinez, PhD**

Associate Professor

Coordinator, Latina/o Studies Program at OSU

**The Ohio State University**

College of Arts and Sciences Department of Comparative Studies

432 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210

614-292-2559 Office / 614-292-6707 Fax

[martinez.475@osu.edu](mailto:martinez.475@osu.edu)

On Tue, Jul 4, 2017 at 7:22 PM, Martinez, Glenn A. <[martinez.474@osu.edu](mailto:martinez.474@osu.edu)> wrote:

Hi Miranda,

I would like to request concurrence from Latino Studies for the attached course on community translation and interpretation. This is the course that I was working on when we attended the Course Design workshop last summer. Please let me know if you have any questions or require further information.

Thanks,

Glenn

Sent from [Mail](#) for Windows 10

**Subject:** Re: Concurrence for Spanish course  
**Date:** Wednesday, July 5, 2017 at 8:45:58 AM Eastern Daylight Time  
**From:** D'Arms, Justin  
**To:** Martinez, Glenn A.  
**CC:** Sanabria, Rachel, Pereira, Pedro

Hi Glenn,

Philosophy is happy to concur in the course proposal for Spanish 4689S. It looks like an excellent course.

Justin

Justin D'Arms  
Professor and Chair  
Department of Philosophy  
Ohio State University  
350 University Hall  
230 North Oval Mall  
Columbus, OH 43201  
Phone (614) 292-7914  
Fax (614) 292-7502

On Jul 4, 2017, at 7:16 PM, Martinez, Glenn A. <[martinez.474@osu.edu](mailto:martinez.474@osu.edu)> wrote:

Hi Justin,

I am writing to request concurrence from the Department of Philosophy on the attached course. This is a service learning course on community translation and interpreting that engages issues of applied professional ethics in translation and interpretation.

Thanks,  
Glenn

Sent from [Mail](#) for Windows 10

<Spanish 4689S[49982].docx>